



## Inman Elementary

25 Oakland Ave.  
Inman, SC 29349

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	512 Students	
<b>Principal</b>	Beth Young	864-472-8403
<b>Superintendent</b>	Dr. Jimmy Littlefield	864-472-2846
<b>Board Chair</b>	Mr. Michael Smith	864-472-2846

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>At-Risk</b>
2008	Good	Good
2007	Average	Average
2006	Average	Good
2005	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

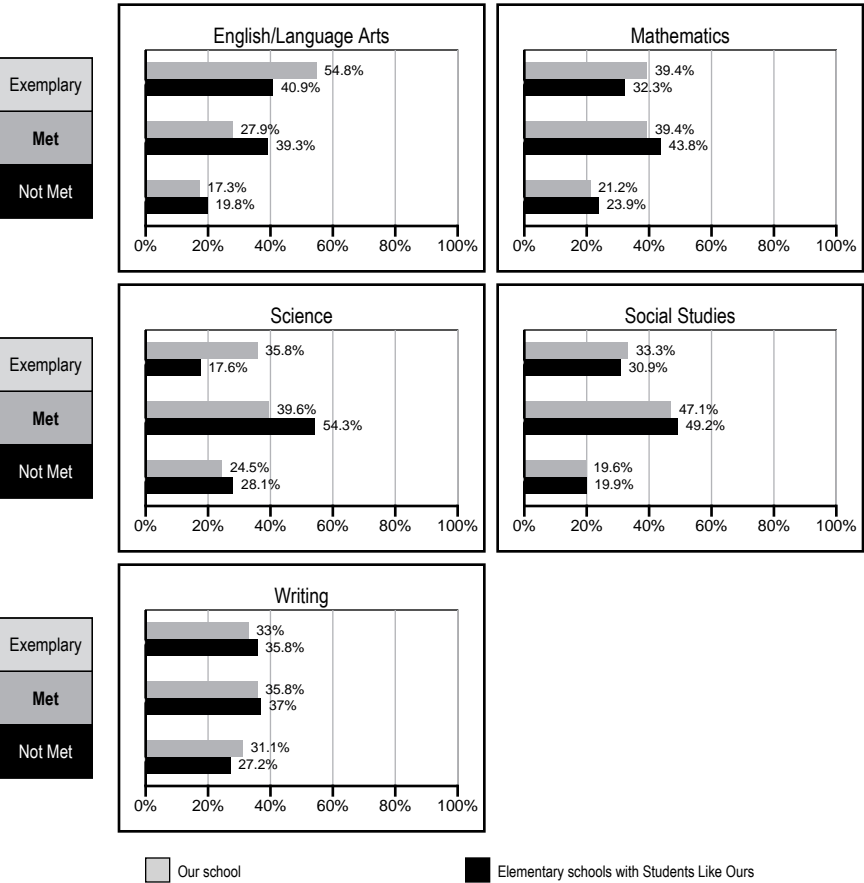
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
11	28	48	2	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=512)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.8%	1.9%	1.9%
Attendance rate	96.7%	No Change	96.2%	96.3%
Eligible for gifted and talented	6.0%	Down from 7.0%	11.9%	10.0%
With disabilities other than speech	7.0%	Up from 4.8%	7.9%	7.7%
Older than usual for grade	0.0%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	78.0%	Up from 70.7%	58.5%	59.4%
Continuing contract teachers	95.1%	No Change	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.7%	Down from 87.6%	87.4%	85.9%
Teacher attendance rate	96.3%	Down from 96.5%	95.3%	95.1%
Average teacher salary*	\$51,848	Up 3.9%	\$46,824	\$47,149
Professional development days/teacher	13.9 days	No Change	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.9 to 1	19.3 to 1	18.8 to 1
Prime instructional time	92.4%	Down from 92.6%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,082	Up 26.3%	\$6,940	\$7,458
Percent of expenditures for instruction**	71.1%	Down from 72.5%	69.5%	68.8%
Percent of expenditures for teacher salaries**	68.7%	Down from 69.8%	64.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The mission of Inman Elementary School is "to prepare students to become successful, innovative, responsible citizens and future leaders in a rapidly changing society through quality education encompassing home, school, and community." Strong community and parent involvement has shown support in the achievement of this mission for the 2008-2009 school year. We are proud to have been awarded the Palmetto Silver Award from the State Department of Education for significant improvement in academic achievement and for closing the achievement gap based on PACT 2008. IES also met the requirements for Title One schools under No Child Left Behind (NCLB) legislation for Adequate Yearly Progress (AYP). This success can be attributed to a commitment placed on the individual child with specific strengths and needs. Authentic assessment data guides instruction based on best practices and ongoing, embedded staff development provided through literacy, math, and science coaches.

Serving grades PreK – 3rd, IES is anchored in a focus on early intervention. Our Pre-School Children with Disabilities (PCD) class serves the needs of identified children beginning at the age of three. A full-day 4K Medicaid grant program serves 20 four-year-olds with the assistance of a social worker. This is in addition to our regular half-day 4K program. Reading Recovery provides one-on-one and small-group intensive literacy instruction for struggling first graders. Response to Intervention (RtI) strategies are closely monitored through Student Assistant Teams (SAT) in an effort to improve instruction for children with special learning needs. Students identified with specific learning disabilities are served by a resource or self-contained teacher. Our ESOL teacher, who is trained in Reading Recovery, implements those strategies in working with students who speak English as a second language. Academically gifted 3rd graders receive enrichment through the EXCEL program.

Understanding the uniqueness of children's needs and acting on our belief in differentiation in instruction, data is analyzed from PACT (PASS) state testing, MAP computerized assessment, teacher-made Math benchmark tests, yearlong periodic Dominion testing in Language Arts, informal assessments, and teacher observation. As "kid watchers," teachers plan for each child's success through flexible small literacy groups and math focus groups at each grade level.

Challenges remain in staying abreast of current trends in technology and providing our children with a foundation in the knowledge and the tools needed to be successful in an ever-changing society. It is our responsibility to equip them to be confident and safe in the use of innovative technology. A priority is also to provide teachers with the needed training and equipment to implement technology effectively in instruction.

On behalf of our faculty and staff, I encourage and invite you to take an active role in your child's education. For more information, please visit our award-winning school website at [www.spartanburg1.k12.sc.us/ies](http://www.spartanburg1.k12.sc.us/ies).

Beth Young, Principal  
Paul Mason, SIC Co-chairperson  
Travis Smith, SIC Co-chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	105	51
Percent satisfied with learning environment	100.0%	93.2%	86.0%
Percent satisfied with social and physical environment	100.0%	95.0%	86.3%
Percent satisfied with school-home relations	100.0%	90.3%	78.0%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	114	100	17.3	27.9	54.8	89.4	86.6	82.8	Yes	Yes
<b>Gender</b>										
Male	64	100	19.6	33.9	46.4	89.3	84.6	79.3	N/A	N/A
Female	50	100	14.6	20.8	64.6	89.6	88.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	84	100	15.2	26.6	58.2	91.1	88	89.5	Yes	Yes
African American	23	100	22.2	38.9	38.9	88.9	77.3	73.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	84.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	44.4	16.7	38.9	66.7	50.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	16.7	50	33.3	83.3	82.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	56	100	30.6	24.5	44.9	79.6	81.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	114	100	21.2	39.4	39.4	87.5	86.7	78.9	Yes	Yes
<b>Gender</b>										
Male	64	100	17.9	41.1	41.1	91.1	86.2	77	N/A	N/A
Female	50	100	25	37.5	37.5	83.3	87.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	84	100	17.7	35.4	46.8	88.6	88	87.2	Yes	Yes
African American	23	100	33.3	55.6	11.1	83.3	75.7	66.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	33.3	38.9	27.8	77.8	53	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	25	50	25	83.3	85.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	56	100	34.7	40.8	24.5	75.5	82.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	56	100	24.5	39.6	35.8	75.5	80.1	67.5
<b>Gender</b>								
Male	31	100	25	35.7	39.3	75	80	67
Female	25	100	24	44	32	76	80.2	68
<b>Racial/Ethnic Group</b>								
White	43	100	19	35.7	45.2	81	82.3	79.5
African American	9	I/S	I/S	I/S	I/S	I/S	67.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	46.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	25	100	43.5	34.8	21.7	56.5	72.4	55.1

**Social Studies**

All Students	58	100	19.6	47.1	33.3	80.4	80.9	72.3
<b>Gender</b>								
Male	33	100	17.9	50	32.1	82.1	81.5	71.5
Female	25	100	21.7	43.5	34.8	78.3	80.4	73.2
<b>Racial/Ethnic Group</b>								
White	41	100	16.2	45.9	37.8	83.8	81.8	80.7
African American	14	100	27.3	45.5	27.3	72.7	73.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	50	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	85.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	31	100	34.6	34.6	30.8	65.4	75.8	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	115	100	31.1	35.8	33	68.9	76.5	70.2	96.7	96.5
<b>Gender</b>										
Male	64	100	40.4	35.1	24.6	59.6	70.5	63.2	96.8	96.5
Female	51	100	20.4	36.7	42.9	79.6	82.8	77.5	96.7	96.4
<b>Racial/Ethnic Group</b>										
White	83	100	26.6	35.4	38	73.4	78	79.1	96.5	96.3
African American	23	100	50	38.9	11.1	50	67.6	57.6	97.5	97.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.7	86.2	97	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.2	62.6	97	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	91.1	92
<b>Disability Status</b>										
Disabled	22	100	61.9	33.3	4.8	38.1	26.8	26.1	96.5	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	64.3	14.3	21.4	35.7	69	61.2	96.9	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	58	100	54.9	21.6	23.5	45.1	68.3	58.9	96.5	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	114	100	17.3	27.9	54.8	82.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	114	100	21.2	39.4	39.4	78.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	24.5	39.6	35.8	75.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	58	100	19.6	47.1	33.3	80.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	115	100	31.1	35.8	33	68.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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